

Missouri English Language Proficiency Standards



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Preface

To be useful as guides to learning, these Standards for English Language Proficiency must be approached with a full understanding of what they are and what they are not. Within these standards are carefully considered guidelines which are born of experience and scientifically derived knowledge. Yet, everything here depends on the knowledge, skills, and experiences of the teachers and administrators who use them to formulate meaningful learning experiences modified to meet student needs, provide rigorous evaluations of those experiences, and design the continuous improvement plans which should be a part of all successful school programs. Notably, the ELL Standards

- do not constitute a curriculum to be followed;
- are not an exhaustive list of activities which will lead to language competency;
- do not provide accurate grade level placement guidelines;
- do not provide all the skills or competencies which are required for success in core academic subjects; and
- are not necessarily connected to any specific items which might be found on district or state competency examinations.

Rather, the Missouri English Language Proficiency Standards serve two basic functions: first, they tie classroom activities back into the Missouri “Show Me Standards”; second, they give the practitioner a framework within which districtwide, schoolwide, and classroom curriculum and instruction can be integrated. The framework is carefully considered. Initially, it is divided by the foundation of the “Show Me Standards”. Then, benchmarks from those “Show Me Standards” have been carefully isolated for language instruction attention. Third, the Performance Indicators themselves have been set down in the form of tasks, rather than theoretical “learning levels,” so that teachers could see a practical sequencing of instruction unfold—with highly sequential domains of learning implicit in their construction. The tasks focus on the primary divisions of the Missouri ELL Assessment (MAC II) which is the statewide evaluation of language acquisition for English Language Learners.

Generally, the Standards are not designed for implementation. They are designed for thoughtful educators to read and understand the design and science that they represent—a design which provides foundations and progressions of learning levels. Specifically, Missouri educators

- must understand that all classrooms are multi-leveled, and the grade designations used within the Proficiency Standards are merely there to show a logical progression for a student who progresses smoothly through all phases of the curriculum at the appropriate ages;
- must carefully consider how to sequence activities for students who have had no language training, interrupted language training, or poorly designed language training;
- must supplement or substitute activities within these frameworks to further and solidify language growth;
- must carefully consider and evaluate learning on an individual basis; and
- must match the level of learning to both these frameworks and to the individual student.

The ELL Standards are not unique to Missouri. They are both the product of national ESL Standards and Missouri ESL teachers. They are Standards which have been formed through scientifically rigorous study, and the experiences of the nation’s and the state’s fine ESL teachers. Thoughtful implementation is our challenge and our expectation.

K-1 Grade Cluster

Standard 1: Students in Missouri public schools will acquire the knowledge and English skills to gather, analyze and apply information and ideas

Benchmark: Develop questions and ideas in English

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Ask for assistance with a task Make polite requests Exchange essential information Name common objects found in the classroom or a home Tell a personal story using phrases	Join in a group response at the appropriate time Use appropriately in a multilingual social situation (e.g., cooperative games or team sports) Name common objects in a variety of settings Tell or retell stories using limited vocabulary, not sentences	Role play a telephone conversation with an adult Give and carryout multi-step instructions in order to participate in activities Name common objects and tell their use Tell or retell stories with fluency
Listening	Share classroom materials and work successfully with a partner	Listen to stories with partial comprehension	Listen to stories with total comprehension
Reading	Identify alphabet letters and associate with sounds Identify alphabet letters and associate them with phonemic sounds	Sound out unfamiliar words Sound out unfamiliar words using phonemic awareness Identify words with same vowel sounds	Read site words and simple texts with comprehension Read sight words and simple texts with comprehension Be able to decode unfamiliar words using phonemic awareness
Writing	Formulate letters and make basic shapes	Write words using some phonetic elements of the words Compose simple sentences	Tell or retell stories in writing Compose simple sentences with some words spelled correctly Capitalize first letter of sentences and proper nouns Use end punctuation

Synthesizing Multiple Skills	Prompted to imitate peer actions, students will participate in cross-cultural activities (e.g., games, songs, skits)	Will demonstrate the self motivation to imitate peers and participate in cross-cultural activities (e.g., games, songs, skits) Clarify and restate information as needed	Participate in age-appropriate cross-cultural activities (e.g. games, songs, skits)
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Standard 2: Students in Missouri public schools will acquire the knowledge and English skills to communicate effectively within and beyond the classroom			
Benchmark: Exchange information, questions and ideas in the common language of English while recognizing the perspectives of others			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Formulate, ask and respond to simple questions Perform in a school or community celebration	Formulate, ask and respond to simple questions using limited vocabulary, not grammatically correct Take risks with language Share likes and dislikes with each other	Formulate, ask and respond to simple questions with fluency Give instructions to participate in classroom activities Exchange greetings, leave-takings, polite expressions, and common classroom interactions using culturally appropriate gestures and oral expressions
Listening	Follow simple commands to participate in classroom activities Give one word responses to questions about a story	Follow multi-level directions to participate in classroom activities Answer simple questions after listening to a story	Follow all directions to participate in classroom activities Asks or answers questions for clarification after listening to a story
Reading	Introduce print and non-print resources	Consult print and non-print resources when needed	Use print and non-print resources when needed
Writing	Draw pictures to tell a story	Use words to identify or describe pictures	Write and illustrate stories
Synthesizing Multiple Skills	Becomes aware of literacy development environment (e.g., computer programs, learning centers, etc.)	Interacts, with guidance, to successfully complete literacy development activities (e.g., computer programs, learning centers, etc.)	Independently completes literacy development activities (e.g., computer programs, learning centers, etc.)

2-3 Grade Cluster

Standard 1: Students in Missouri public schools will acquire the knowledge and English skills to gather, analyze and apply information and ideas

Benchmark: Comprehend and evaluate visual and oral presentations in English

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Ask a teacher to restate or simplify directions Use conventional greetings, leave-takings and other frequently used social expressions	Dramatize songs, short anecdotes or age/grade-appropriate poetry Describe a favorite storybook characters Respond to questions asked about a story	Ask and answer questions face-to-face about topics such as families, school events, and celebrations
Listening	Understand key words in the context of a story Understand basic classroom instructions	Listen to a peer's feedback regarding classroom behavior Understand nouns and verbs in the context of a narrative	Understand humor through verbal means Listen to and incorporate a peer's feedback regarding classroom behavior Follow and understand the main idea of a simple narrative
Reading	Demonstrate comprehension using picture clues Identify high frequency words within a sentence	Demonstrate comprehension by answering questions about the story Identify nouns and verbs within a passage	Recognize the main idea in a narrative Predict the outcome of a narrative
Writing	Reproduce words in a sentence or a word list Demonstrated a writing response to a picture clue	Produce simple sentences Sequence pictures accompanied by a simple passage	Illustrate and compose complex sentences Combine sentences into a short passage
Synthesizing Multiple Skills	Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines	Gather, organize, and respond to stories, events, and expressions	Model or assist other students in interpreting the meaning of different gestures, intonations, and other visual cues

Standard 2: Students in Missouri public schools will acquire the knowledge and English skills to communicate effectively within and beyond the classroom

Benchmark: Plan and make written, oral, and visual presentations for a variety of purposes and audiences

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Communicate basic interpersonal needs	Use appropriate volume of voice in different settings	Substitute known words and phrases when lacking the required language or structure to express themselves orally
Listening	Gather and organize the appropriate materials needed to complete a task	Understand conversation in a cooperative learning group	Identify formal and informal discourse
Reading	Gather and organize information using visuals, such as picture cues, flip charts or graphs	Demonstrate fluency using simple materials, such as choral readings, jazz chants, and rhymes	Interpret meaning from the tone, rhythm, pitch and volume of written language
Writing	Plan and make notes or lists to plan social activities	Write for a variety of purposes	Substitute known words and phrases when lacking the required language or structure to express themselves orally
Synthesizing Multiple Skills	After consultation with other members of the class write a plan for a class party which would incorporate activities from the cultural customs of all the children in the room.	Present, using visual aids, pictures and written explanations, a custom or celebration which is unique to the student's culture.	Observe, listen, and take notes from the presentations of other students and show how their customs are alike or different.

Standard 3: Students in Missouri public schools will acquire the knowledge, and the English skills to recognize and solve problems			
Benchmark 3.1: Reason inductively from a set of specific facts and deductively from general premises and postulate results in English			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Use verbal and nonverbal cues to know when to pay attention	Explain class rules and procedures Identify and model appropriate patterns of behavior in the school setting	Discuss which strategies used to study for a test
Listening	Identify instructional language to perform a task	Listen to a tape of a children's story with understanding	Retell a story after listening to it on tape
Reading	Use appropriate picture cues to complete a pattern	Understand a simple constructed response passage	Examine illustrations and other graphic representations to predict events and outcomes of a text
Writing	Demonstrate knowledge of instructional sequence, i.e. labels, pictures, and diagrams	Produce a simple constructed response sample	Use paraphrasing techniques for literary analysis
Synthesizing Multiple Skills	Associate realia or diagrams with written labels to learn vocabulary or construct meaning Select materials from school resource collections to complete a project	Organize realia, using picture cues, to identify, read and write and construct meaning for various events, stories, and expressions	Make predictions and draw conclusions about events, stories, or processes

Benchmark 3.2: Develop and apply strategies based on one's own experience in preventing or solving problems, and articulating those strategies in English

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Take risks with language	Tell real life experiences	Rehearse different ways of speaking according to the formality of the setting
Listening	Listen to a mystery story on tape and solve the mystery	Observe language use and behaviors of peers in different settings	Listen to news broadcasts and discuss solutions to problems facing America
Reading	Demonstrate experience stories through illustrations	Identify conflict in a story and give one solutions	Compare and contrast a story to a real life experience using a graphic organizer
Writing	Use picture cues for a problem solving sequence	Write a language experience story as a class about a problem at school and tell the solution	Write a story about a problem the student solved
Synthesizing Multiple Skills	Role play events in the classroom or events in stories	Seek more knowledgeable others with whom to consult to advance understanding	Rephrase, explain, revise, and expand oral or written information to check comprehension

4-5 Grade Cluster

Standard 1: Students in Missouri public schools will acquire the knowledge and English skills to gather, analyze and apply information and ideas

Benchmark: Comprehend and evaluate written English materials and literary works

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Give one word responses to questions about plot elements of a read-aloud, movie, or other literary work	Retell the events of a story or movie	Show awareness of age-appropriate idiomatic expressions in English and explain how such expressions are appropriate in different settings
Listening	Use active participation to show comprehension of read-alouds, movies, or other literary works	Complete a simple drawing by following oral directions Use active listening skills to participate in conversations with peers	Create a finished product by following oral instructions Demonstrate understanding of conversations between characters
Reading	Select appropriate reading material during independent reading	Use context clues to determine the meaning of words and phrases	Identify and compare main ideas or themes from content area textbooks Apply learning strategies to read literature and discuss the author's style and point of view within the target culture
Writing	Associate words and pictures with scenes or characters from books	Write a dialogue Write a summary of a book, article, movie, or lecture Write personal essays	Write a summary of a book, article, movie, or lecture Write a dialogue incorporating idioms or slang
Synthesizing Multiple Skills	Give personal opinions of something they have read or heard	Locate information appropriate to an assignment in text or reference materials	Take a position and support it orally or in writing using appropriate reference materials and sources

Standard 2: Students in Missouri public schools will acquire the knowledge and English skills to communicate effectively within and beyond the classroom			
Benchmark 2.1 Review and revise English written and oral communications to improve accuracy and clarity			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Use appropriate social language to interact with others in and out of the classroom Answer questions in an appropriate manner	Maintain appropriate level of eye contact with audience while giving an oral presentation Determine the appropriate distance to maintain while standing near someone, depending on the situation	Demonstrate in a role play two aspects of body language common to one's own culture Advise peers on appropriate language use
Listening	Listen to a simple story and sequence the events	Listen to a story and provide an alternate ending	Listen to a conversation between two people and add a third character
Reading	Respond to read-alouds from different genre to improve accuracy and clarity and increase vocabulary	Read books from various types of genre to increase accuracy and clarity	Read longer and more complex text including non-fiction to improve accuracy and clarity
Writing	Take notes as a teacher presents information or during a film Edit written material for correct capitalization, punctuation and spelling Complete missing elements of a graphic organizer	Take notes as a teacher presents information or during a film in order to summarize key concepts Edit written information for correct spelling of vocabulary Edit written information for complete sentences	Edit written material and make grammatical corrections Take notes as a teacher presents information or during a film in order to summarize key concepts
Synthesizing Multiple Skills	Write a simple story including story elements	Elicit information and ask clarification questions Test appropriate use of new vocabulary, phrases, and structures	Use correct punctuation, capitalization, spelling, and grammar to compose a written piece including the following elements: introduction, body, and conclusion

Benchmark 2.2: Use technological tools and other resources to locate, select and organize information English			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Retell a story	Compare two stories orally	Verify, clarify, and amplify information Prepare and deliver a short persuasive presentation to different audiences
Listening	Listen to a taped book and respond appropriately to a series of questions	Listen and follow a set of taped instructions	Listen to a taped book and create a list of questions over the text
Reading	Read simple directions and follow prompts to navigate on a computer	Use dictionary to complete content area report Use the Internet as a source for research Read multi-step directions to complete a task	Use a variety of resources to create a detailed research paper
Writing	Use basic computer formatting and word processing skills for paragraph writing	Write personal essays	Write a research paper including resource information
Synthesizing Multiple Skills	Use the telephone Use technological tools to learn and practice basic skills, keyboarding, or to use educational software	Use the telephone to interact with adults and peers Use technological tools and other resources to locate, select and organize information in English	Use the telephone to conduct business Research information on academic topics from multiple sources

6-8 Grade Cluster

Standard 1: Students in Missouri public schools will acquire the knowledge and English skills to gather, analyze and apply information and ideas

Benchmark: Apply acquired information, ideas and skills learned in English language contexts as students, workers, citizens and consumers

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Take turns when speaking in a group Ask peers for their opinions Exchange greetings, leave-takings, polite expressions, and common classroom interactions using culturally appropriate gestures and oral expressions Take turns when speaking in a group	Communicate with members of the local community to obtain and provide information Participate in age-appropriate club activities Present short plays and skits, recite selected poems and anecdotes, and perform songs in English Review and discuss class schedules Ask peers for their opinions, preferences, and desires	Use polite forms to negotiate and reach consensus Participate in a group, negotiate the roles of the members, and allocate tasks to complete assignments
Listening	Follow directions to form groups Follow limited oral instructions	Paraphrase a statement made by a peer Follow extended oral instructions as given	Take turns and make appropriate contributions to a group discussion in order to elaborate or clarify knowledge of a content topic
Reading	Recognize and attach meaning to common school and community vocabulary	Apply vocabulary terms to various contexts Comprehend details in content area passages	Comprehend and apply information from complex tasks
Writing	Write simple sentences about a given topic	Initiate writing for a particular purpose, such as writing essays and personal letters, keeping a journal, sending email, and composing song lyrics Use a writing rubric to evaluate their own writing	Write expository essays Write business letters

<p>Synthesizing Multiple Skills</p>	<p>Understand cooperative roles and task assignments</p> <p>Listen to instructions and ask for clarification</p> <p>Write simple sentences from dictation</p>	<p>Apply knowledge and skills acquired in familiar settings and content area classes to understand spoken and written messages in new settings</p> <p>Substitute known words and phrases when they lack the required language or structure to express themselves orally or in writing</p> <p>Negotiate cooperative roles and task assignments</p>	<p>Use humor appropriately</p> <p>Compare elements of their L1, such as time and tense, with similar concepts in English to better understand how they are used</p> <p>Evaluate their own use of language</p> <p>Use a variety of oral and written sources, including the computer, to validate language choice</p> <p>Give and carryout multi-step directions while performing content area tasks, such as gathering resource material from the library or Internet</p>
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Standard 3: Students in Missouri public schools will acquire the knowledge, and the English skills to recognize and solve problems			
Benchmark: Examine problems and proposed solutions from multiple perspectives, presenting English explanations and critiques of those problems and solutions			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Analyze the social context to determine and begin to use appropriate language	Compare, contrast and express opinions and preferences Compare how ideas are expressed in their own culture and in American culture	Develop and propose solutions to issues and problems related to the school community
Listening	Listen and model how others speak in a particular situation or setting	Actively connect new information to information previously learned	Observe, identify and/or analyze predictable patterns of interaction in the classroom for both school and informal settings
Reading	Use context clues to determine meaning of key vocabulary	Research information from several sources Locate information appropriate to an assignment in text or reference materials	Scan multiple resources to determine the appropriateness to the topic of study Research information on academic topics from multiple sources
Writing	Identify a topic and develop a list of questions to research	Locate and list the main ideas in texts	Prepare written summaries of content material
Synthesizing Multiple Skills	Modify nonverbal interactions for peers, teachers, and other adults	Model or assist other students in interpreting the meaning of different gestures, intonations, and other cues	Develop and propose solutions to issues and problems related to content topics being studied Negotiate solutions to problems, interpersonal misunderstandings, and disputes Synthesize, analyze, and evaluate content area information orally, visually, and in writing

Standard 4: Students in Missouri public schools will acquire the knowledge and English skills required to make decisions and act as responsible members of society

Benchmark: In English, explain reasoning and identify information used to support decisions

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Express personal needs, feelings, and ideas in culturally appropriate ways	Clarify and restate information as needed Rephrase an utterance when it results in cultural misunderstanding	Exchange information regarding the strategies used to maximize comprehension of a message Interact appropriately with an adult in formal and informal settings
Listening	Use verbal cues to know when to pay attention	Identify formal and informal English within the school setting	Identify propaganda techniques in media
Reading	Identify and follow school and community safety signs	Apply school, classroom and community rules and procedures	Analyze and evaluate information obtained from periodicals
Writing	Write personal information (name, address, phone number)	Write thank you letters as appropriate	Write formal letters to community and government officials to address specific issues Write a persuasive essay
Synthesizing Multiple Skills	Construct a chart synthesizing information	Evaluate behaviors in different situations	Synthesize, analyze, and evaluate information

9-12 Grade Cluster

Standard 1: Students in Missouri public schools will acquire the knowledge and English skills to gather, analyze and apply information and ideas

Benchmark 1.1: Evaluate the accuracy of information and the reliability of its source

PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels

	Beginning level	Intermediate level	Advanced level
Speaking	Ask a teacher or peer to confirm one's understanding of directions to complete an assignment	Select, connect and explain information	Interpret and explain a political cartoon, situation comedy, or a joke
Listening	Listen to a variety of TV or radio programs and categorize Listen to two or more news reports, listing major points of each	Listen to two or more news reports, listing major points of each	Listen to several news reports, comparing and contrasting points of view Synthesize, analyze and evaluate the information given on a topic from a variety of news reports from the Internet, radio and TV
Reading	Consult various sources to obtain information on topics of personal interest, i.e., newspapers, magazines, internet, almanacs, and encyclopedias	Compare and contrast information and point of view using graphic organizers, Venn diagrams, and other teacher-made criteria	Compare and contrast information and point of view using various types of sources Rephrase, explain, revise and expand written information to check comprehension
Writing	Construct a chart synthesizing information	Take a position and support it in writing	Synthesize, analyze, and evaluate the information given on a topic from a variety of news reports from the Internet, radio, and TV
Synthesizing Multiple Skills	Organize information the form of a visual aid to use as a prompt in an oral presentation	Take a position and support it orally and in writing using persuasive language	Interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting) Evaluate different types of communication for effectiveness in making one's point

Benchmark 1.2: Develop questions and ideas in English to initiate and refine research			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Brainstorm ideas with peers prior to writing a composition on a given topic Ask someone the meaning of a word	Explain or interpret other people's' ideas or comments Explain or interpret information using content specific vocabulary	Paraphrase, elaborate, and clarify other people's' ideas or comments
Listening	Listen for key words and tone of voice to clarify meaning	Observe language use and behaviors of peers and outside sources in different settings	Listen and select different types of communication for effectiveness in making one's point
Reading	Use written sources to discover or check information	Collect, analyze and evaluate information on an issue or current event from a variety of resources, including the internet, to produce a research report Compare and classify information using technical vocabulary	Analyze and evaluate information on an issue or current event from a variety of resources, including the internet, to produce a research report
Writing	Edit a written research assignment using rating criteria provided by the teacher	Peer edit and evaluate a peer's research written assignment using rating criteria provided by the teacher	Self edit and evaluate a research assignment using rating criteria provided by the teacher
Synthesizing Multiple Skills	Test appropriate use of new vocabulary, phrases, and structures Preview assigned textbook chapters and generate questions to explore the topics to be presented	Survey students, analyze information and present a report	Survey a wide variety of sources in the school and community on a predetermined topic, organize, and present to a specified audience

Standard 2: Students in Missouri public schools will acquire the knowledge and English skills to communicate effectively within and beyond the classroom			
Benchmark: Apply communication techniques in English to the job search and to the workplace			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Make an appointment Practice interviewing techniques, such as making an appointment and answering direct questions	Plan and rehearse an anticipated conversation Select topics appropriate to discuss in a job interview Recognize and apply the style of speech used in a job interview, a debate, or a formal meeting	Interact with teachers and community members in order to increase knowledge of a variety of career opportunities
Listening	Interpret a teacher's indirect command to behave appropriately	Interpret a teacher's indirect command	Interpret and follow a series of direct and indirect commands
Reading	Utilize multiple job listing sources with teacher-directed criteria	Read and evaluate job descriptions	Read and research further information about a career, i.e., internet, occupational outlook, newspapers
Writing	Formulate grammatically correct sentence	Use a computer to complete a job application Use a computer spell checker to verify spelling	Complete and submit a job application and a resume
Synthesizing Multiple Skills	Identify and model appropriate patterns of behavior in school, work, and other settings	Maintain the appropriate distance from others, according to the situation	Modify nonverbal interactions for formal and informal settings Show awareness of idiomatic expressions in English and explain how such expressions are appropriate in formal and informal settings such as school, work, and peer interactions

Standard 3: Students in Missouri public schools will achieve the knowledge, and the English skills to recognize and solve problems			
Benchmark: Identify problems, and using English, define their scope and elements			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Take risks with language, i.e., verbalize opinions in class	Prepare and deliver a short persuasive presentation to different audiences	Prepare for and participate in a debate Defend and argue a position
Listening	Use verbal and non-verbal cues to know when to pay attention	Listen to and incorporate a peer's feedback regarding classroom behavior	Listen to, recognize, and categorize iron sarcasm, and humor in a variety of contexts
Reading	Skim chapter headings and bold print to determine key points in text	Scan an entry in a book to locate information for an assignment	Scan several resources to determine the appropriateness to the topic of study
Writing	Record observations	Create a written explanation of changes, e.g., growth in plants and animals, in seasons, in self, in characters in literature	Write a summary of a book, article, movie, lecture, or science experiment
Synthesizing Multiple Skills	Define, compare and classify objects, e.g., according to number, shape, color, size, function, physical characteristics	Apply learning gained through interaction with teacher, classmates, and literature to extend their understanding of cross-cultural meaning in writing and speech	Apply self-monitoring and self corrective strategies to build and expand a knowledge base

Standard 4: Students in Missouri public schools will acquire the knowledge and English skills required to make decisions and act as responsible members of society			
Benchmark: Explore (in resources using English), and seek educational and job opportunities by demonstrating a command of English			
PERFORMANCE INDICATORS—What learners know and are able to do through the following language skills and levels			
	Beginning level	Intermediate level	Advanced level
Speaking	Practice workplace vocabulary such as role-playing, skits, and dialogue	Interact with the local community to understand how language is used in the workplace Use the appropriate register for business and friendly transactions	In the classroom setting, apply for a job and complete a mock interview Experiment with variations of language in social, job, and academic settings
Listening	Listen to sample job interviews and pre-college interviews	Respond appropriately to questions in the job setting	Apply for a job and go through an interview Analyze social contexts to determine appropriate language use
Reading	Read the classified job employment ads in the newspaper and on the Internet	Gather and exchange information about career exploration, school-to-work internships, or community service projects	Research and evaluate technical schools, colleges and universities appropriate to the applicant
Writing	Write business and personal letters	Write business and personal letters Use technology for messages	Write for a variety of purposes (e.g., business or personal letters, forms, applications) to an adult or peer using appropriate language Use prepared notes in an interview or meeting Make notes in preparation for a meeting or interview
Synthesizing Multiple Skills	Observe and model how others speak and behave in a particular setting or situation	Obtain, complete, and process application forms, such as driver's license, social security, college entrance	Complete FAFSA student loan applications and state and federal tax forms